5th Grade (9:15-10:05)

Standards:

* Information Literacy: Grade 5: Benchmark A: Access the library media center facility, staff and resources whenever an academic or personal information need arises, and demonstrate appropriate use of library materials.
* Social Studies: Grade 5: Geography: Location:
  1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.
  2. Use maps to locate…

Materials:

* Maps of the MCTR from Week 1
* Pencils, clipboards, crayons / colored pencils
* Rulers / yardsticks / meter sticks
* compasses
* Laptop with Google Earth / print atlases

Activity:

1. Finish labeling, then compare the map to a map in an atlas. Discuss what's missing from the library map. (compass rose, legend/key, scale)

2. Decide on a color code (each table can assign a color to each section of the library). Create a legend.

3. Use a compass to determine North (the flag corner) and add a compass rose.

4. Add the scale. Determine the ratio of the length of the library to the length of the paper.

HINT: scalable area of the map is 10"; Divide the length of the library (feet) by 10.

If the library is 57 feet long: |-----------|------------|

Scale: 1" = 5.7 feet

Measure to the back of the checkout counter or the white bookcase next to it, but not into the video shelves as they are not on the map.

Option:

Use Google Earth to locate the orientation and absolute coordinates of Maddux. Add a compass rose to the map, showing map coordinates relevant to the library.

* The library doors are in the same relative position as the front of the building - SE
* Hover over Maddux for absolute coordinates: 39° 04' 05" N, 84° 04' 06" W
* The library is at 39° 04' 05" N, 84° 04' 07" W

6th Grade (10:30-11:20)

Finish Library Survivor

6. Policies: Have each team pick a scroll from a basket. Each scroll will have a question about policies or procedures. The teams are to discuss the answer. Call on random students from each team to answer the question. Correct answers earn the team a point. After one round of answering questions, have each team choose another scroll.

The team with the most points wins *Library Survivor*. This earns them the right to check out an additional book or a small prize.

ALL students may have a tropical bookmark.

Checkout

3rd Grade (11:20-12:10)

Standards:

* Information Literacy**:** Benchmark A:Access the library media center facility, staff and resources whenever an academic or personal need arises, and demonstrate appropriate use of library materials.
* Goal: Review library expectations, policies and procedures.

Video: Library

Where can you find a book about baseball? In this movie, you’ll learn how to find books and other materials, like newspapers, magazines, and music, in libraries. You’ll find out why you should check out a book you’d like to borrow and why it's important to return or renew it. How can a librarian help you research and find the right materials? Watch the movie to find out!

<http://www.brainpopjr.com/reading/books/library/>

1. Post the 5 questions (project Library Notebook). Assign each question to one of the 5 tables. Have each table discuss and share their answer. Ask the whole group if they agree with what's already been said, or if they have anything more to add.

2. Review policies and procedures. "The video mentioned… What else do we need to remember while we're in the library?"

Checkout. **ALL students must checkout at least one blue dot (JF) book.**

2nd Grade (12:15-12:40/12:401:05) / 1st Grade (1:50-2:15/2:15-2:40)

Day 1:

Review policies, procedures.

Show students how to use shelf markers to 'hold' the location of the book on the shelf until they decide if they want to check it out.

Allow students to check out 1 book from the red dot (Everybody Fiction). (2nd grade may also choose from yellow [Junior nonfiction] and blue dot [Junior Fiction].)

Day 2:

Color bookmarks.

Collect so they can be laminated.

From this day forward:

* **classes who go from library to music will put bookmarks in their books. Collect books before switching with music. Assign a student "librarian" to take book cart to classroom after music, Ask teacher to collect bookmarks.**
* **Classes who go to music first: students may keep bookmarks. Collect books in a bin as students go into music. Be sure to have a basket for renewals.**

4th Grade (2:40-3:30)

*Book* Look (Upstart Games) "Prepare young readers for a journey into the stacks with this challenging memory game. Students use their recall skills to match the front cover of 25 fiction and non-fiction books on one card to the corresponding spine label on another."

Objectives:

To match a title to its call number.

Materials:

*Book Look* cards

Pocket chart (optional)

Directions:

1. Shuffle the cards and lay them face down in eight (8) rows of five (5) cards. (If using the pocket chart, arrange the cards in any way that they'll all fit.)

2. Decide if you will have the students play the game individually or in teams (each table).

1. Review the kinds of information students will find on a spine label:

E: Everybody fiction

JF: Junior Fiction

F or FIC: Fiction

ALL Fiction books are placed in alphabetical order by the author's last name

Non-Fiction books are placed on the shelf in number order (Dewey Decimal System)

1. The first player or team turns over two (2) cards. If the book cover and the spine match, the player or team keeps the pair and gets another turn. If they don't match, both cards are turned face down and the next player / team turns over two (2) cards. Teams must decide together which cards to turn over.

5. As you play, review the cards and what the call numbers mean.

6. Keep playing until all of the pairs have been picked up or time runs out. The player / team with the most cards is the winner!

WRAP UP activity with about 20 minutes of class time remaining (3:10) to check out books.